

ARC Week at Glance

Subject: Visual Arts

Course: Art II

Grade: 9-12

Dates: 8/12 – 8/16

Standard(s): VAHSVA.CR. 4 . . .					
Assessment(s): <input checked="" type="checkbox"/> Quiz <input type="checkbox"/> Unit Test <input type="checkbox"/> Project <input type="checkbox"/> Lab <input type="checkbox"/> None					
	Learning Target (I am learning about...)	Criteria for Success (I can...)	Opening (10 - 15 Mins)	Work-Session (20 - 25 mins)	Closing (5 - 10 mins)
			<i>(Include at least one/two formatives*in any part of the lesson as needed)</i>		
Monday	. . . the seven Elements of Art to understand how they are used to create and enhance visual artwork.	. . . identify the Elements of Art in others' artwork.	<ul style="list-style-type: none"> Introduction to the Elements of Art (line, shape, texture, form, shape, space, and color) 	<ul style="list-style-type: none"> Students are given a worksheet depicting the Van Gogh's <i>Starry Night</i> (find and label each element). 	<ul style="list-style-type: none"> Turn in the worksheet at the end of the class period. Participate in the clean-up process.
Tuesday	. . . value (shading, shadows) in art.	. . . create a value scale with different lines and techniques of shading.	<ul style="list-style-type: none"> Reintroduce students to value and its importance within an artwork Provide various examples on where one could see them in art 	<ul style="list-style-type: none"> Studio time given to students to complete worksheet, testing out different lines to create value scales Monitor checks by the teacher 	<ul style="list-style-type: none"> Participate in the clean-up process
Wednesday	. . . value (shading, shadows) in art.	. . . create a value scale with different lines and techniques of shading.	<ul style="list-style-type: none"> Recap prior knowledge from the previous day about value scales and their importance within an artwork Provide various examples on where one could see them in art 	<ul style="list-style-type: none"> Studio time given to students to complete a second worksheet, testing out different lines to create value scales Monitor checks by the teacher 	<ul style="list-style-type: none"> Submit 2 worksheets, demonstrating several types of shading Participate in the clean-up process

Thursday	. . . value (shading, shadows) and space (overlapping, depth) in my own artwork.	. . . create an artwork that demonstrates both value and space.	<ul style="list-style-type: none"> • Introduction to space (overlapping, depth) within art 	<ul style="list-style-type: none"> • Studio time for students to begin their assignment • Monitor checks by the teacher 	<ul style="list-style-type: none"> • Participate in the clean-up process.
Friday	. . . value (shading, shadows) and space (depth, overlapping) in my own artwork.	. . . create an artwork that demonstrates both value and space.	<ul style="list-style-type: none"> • Reminders of the assignment (what needs to be included, etc) 	<ul style="list-style-type: none"> • Studio time for students to work on their project • Monitor checks by the teacher 	<ul style="list-style-type: none"> • Participate in the clean-up process. • Submit their assignment

*☒ Exit Ticket/Final Stretch Check ☐ Electronic Tools ☐ Dry Erase Boards – quick checks ☐ Turn & Talk Discussion (verbal responses) ☒ Teacher Observation – document Clipboard
☐ Quick Write/Draw ☐ Annotation ☐ Extended Writing ☐ Socratic Seminar ☐ Jigsaw ☐ Thinking Maps ☐ Worked Examples ☐ Other : _____